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Project Newsletter Nr 2
June 2017

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The diagnosis

The Rural DEAR Agenda project is a project funded by the European Commission, through EuropeAid, the European Agency for Development Cooperation, whose ultimate objective is to construct in a participatory way an Agenda for Education for Development (ED) in the rural area, applicable in different European contexts.

The project involves seven partner countries, led by the Diputación de Valladolid (Spain), and with the technical coordination of the University of Valladolid. The remaining countries participating in the project are Poland, Greece, Bulgaria, Italy, Cyprus and Malta.

* DEAR (Development Education and Awareness Raising).



The **diagnosis** is the first stage of the Rural DEAR Agenda project, which has been carried out in order to have the most complete knowledge of the situation of the ED in the rural environments of the provinces of the participating countries through several tools:

- public opinion surveys: 3026 surveys of rural population
- analysis of treatment of the media to issues such as inequality, poverty, etc.: review of 14 written press media
- analysis of the ED in regulated education centers: questionnaires to 214 primary and secondary education centers
- ED analysis of NGO-CSOs (Civil Society Organizations): surveys of 81 NGOs working on Education for development in rural areas
- in each of the countries, 3 working groups have been held that have met annually: group of volunteers from NGDOs / staff from local entities / teachers' working group
- enquiries to experts using the DELPHI method.

2015-2017

A team of 15 teachers and researchers from the Development Cooperation Observatory of the University of Valladolid has designed the tools and methodology of the analysis, which has been carried out in each of the 7 partner regions.

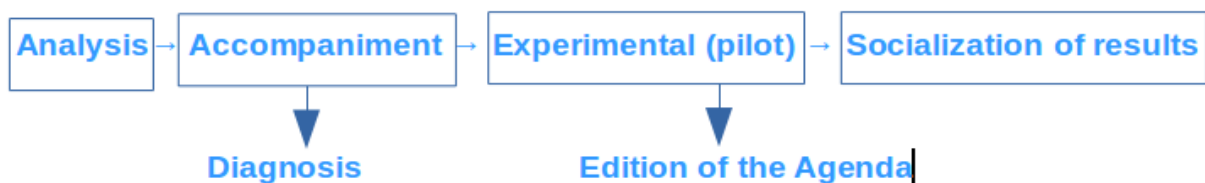
The results of each questionnaire and working group have been analyzed and interpreted at the University of Valladolid by this team of teachers from different centers and departments.

For a good diagnosis it is important to know the different contexts between the participating countries, and its recent history, it must be taken into account that some countries of the consortium stopped to be recipients of official Development Assistance (ODA) recently, such as Bulgaria or Poland, while others are former EU members such as Greece and Italy. Some, like Spain, have a national strategy for ED, and others do not have any kind of directive in this regard.

It is also essential to take into account the attitude of the public to global issues and development, in particular this group of countries shows a rather heterogeneous interest.



The stages of the project can be summarized in the following:



Results

From the study performed the following results can be extracted:

- The population considers that people in developing countries have to be helped, and this percentage goes from 72% in Bulgaria to 93% in Spain; But in general conclusions the degree of acceptance towards development aid issues is lower than the EU average.
- 49% of the population surveyed do not agree that the fight against poverty is a priority of their governments, this set of partner countries consider the main challenges for the impoverished countries, peace and security, coinciding with the European average; However, have less interest than the European average for official development assistance in education, only 29% of the population thinks it is a priority.
- The population surveyed is divided in terms of thinking that you can fight against poverty as individuals, 47%, and those who think that nothing can be done at the individual level, 48%.



- Key actors in ED in general could be included in the following categories: State institutions, NGOs and CSOs, ED platforms, and faculty and educational centers.

- In each of the partner countries the presence and development of the ED by each of these actors are very irregular (in Spain there is the International Cooperation law since 1998, the Spanish Agency for International Cooperation for Development and the NGO Coordinator). But in general ED in formal education is not usually part of educational materials, although it is mentioned as an institutional intention to include it in the curriculum.



- In most cases it is the NGOs that in a non-formal way impart ED to society and the school population. In many cases, in the case of specific actions, and remaining in awareness actions. CSOs also carry out ED activities and more often than those carried out by NGOs.
- A common feature is that these activities tend to be concentrated in urban areas, further minimizing ED in rural settings, and on the other hand, small organizations find it more difficult to find sources of funding, which also has negative repercussions. There is no clear focus on rural areas, the size of the populations targeted by NGO activities is very heterogeneous.

2015-2017

Conclusions

The diagnosis gives us a better understanding of the state of education for development in the rural environment of the European areas studied, as it is necessary to take into account some factors that influence how it is perceived, understood and acted upon; And is that the rural environment is still at a disadvantage compared to the urban and resource scarce, in addition the mainstream media continue to show a welfare vision of global inequalities.



On the other hand, the historical context of each country determines how the ED is conceived and how it develops, in countries newly incorporated to the EU a difference of attitude of its population with respect to the aid to the development is seen (some they received Assistance to the Development Until recently), and the economic crisis that has impacted in many countries has influenced the attitude of the population in some cases. In all of them it has led to a dismantling of the policies of cooperation and Education for development.

There is a lack of ED policy by local and educational entities, lack of personnel with knowledge and experience in administrations, although it is these institutions that should facilitate and coordinate participation.

In the educational centers the ED is seen as something not fundamental which means that

activities are not carried out unless there is an express interest, especially of the faculty. And another determining factor is that in many cases ED is reduced to sensitization, eliminating critical analysis.

These factors have an influence on:

- The issues that most concern and interest the rural population are those that affect them directly, so their participation is minimal and personal attitudes to global problems are passive.
- Some people who are moved by a critical conscience sometimes buy fair trade products, either act as volunteers or donate. Their performances are sporadic.



- The ED in the rural area starts from the civil society, being more frequent the activities in areas where the social participation is stronger and coordinated. Only 32% of teachers surveyed include aspects related to ED in their teaching.

- The lack of strategy for the ED makes the majority of actions are isolated without connection between them and carried out by NGOs that do not usually belong to the rural environment. The lack of connection makes it difficult to change attitudes, that is, a true educational process and are reduced to awareness activities.

2015-2017

- There is no networking between civil society and neighboring entities or organizations, there is often ignorance of the actions developed around it. 36% of the NGOs surveyed claim to work independently, the rest do not all work with local entities.

- ED is not an issue of interest to the main headlines of the newspapers analyzed.



- There is little male participation, so little involvement, a trend that also occurs in urban areas (in the case of the NGOs surveyed the percentage of women exceeds 60% in practically all age ranges, in some cases being 80 %). In addition, male participants usually hold positions of responsibility considering themselves very knowledgeable about ED, while women, most, are more involved in grassroots activities, but only consider knowing something about ED.

2015-2017

Suggestions for the Agenda

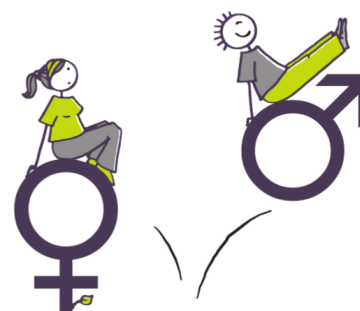
Following the conclusions obtained, some suggestions for the Rural DEAR Agenda project are made in this diagnosis.

- Clarifying and agreeing on the concept of Education for Development or Education for Global Citizenship, has a broad concept encompassing various types of education: environmental, for peace, for human rights ...
- ED processes in rural areas must also start from the perception they have of their own situation and perspectives.



- A strategy and public policy of ED is essential to guarantee the success of the measures adopted. Local actors need to be involved, and they must be provided with the necessary training and resources, and networking among agents of neighborhood populations is necessary. There should also be access to funding for small local organizations.

- Collectively design local ED strategies in each rural setting based on participatory diagnoses of the individuals and entities involved. This would strengthen and enhance all the work of ED and its participants.
- Urge the media to create a code of ethics on the treatment of development issues, deepening the analysis of causes, rigor in information and respect for people and their dignity. The Agenda could work on creating this code in conjunction with the media and other educational and development actors. Encourage alternative means of communication.



- The gender approach and the empowerment of women must be central to any action of a political, social and educational nature, from its planning to its implementation, and must therefore be present in each and every proposal included in the DEAR Agenda.

2015-2017

Presentation of the Diagnosis

On February 20, 2017, the results of the diagnostic phase of the [Rural DEAR Agenda](#) project were publicly presented.

In the morning, Vice-Rector of International Relations of the University of Valladolid, José Ramón González García, deputy delegate of the Area of Equal Opportunities and Social Services of the Diputación de Valladolid, Conrado Íscar Ordóñez, and the director of the Cooperation Area at Development of the University of Valladolid, Luis Javier Miguel González appeared in a press conference (in Valladolid, Spain) to present the results.



In the evening, there was a meeting with the organizations and entities that collaborate with the project, either because they participated in the working groups or because they are entities that carry out pilot projects, in the Provincial Craft Center of Portillo (Valladolid, Spain), where the results were presented in more detail by Esther Domenech and Luis Pérez, from the Observatory

of International Development Cooperation, and Ignacio Aranda, from the Provincial Council of Valladolid.



During the presentation, the suggestions derived from the study for the DEAR (Development Education and Awareness Raising) project were discussed, including the need for a strategy and public policy on Education for Development, which provides training and resources to local actors to facilitate their participation and access to funding.

It also discussed the role of alternative media and the importance of promoting them as a piece of rural development, as well as urging the conventions to analyze the causes of the problems.

The importance of gender mainstreaming in any action of a political, social and educational nature and that is present in any proposal included in the Agenda was also stressed.

Contact – Details of the project

Details of the Project:

- **Organising entity:** European Commission
- **Target groups:** Local authorities and development NGOs.
- **Official announcement:** Increase in public awareness of development issues and the promotion of Education for Development in the European Union.
- **Reference:** EuropeAid/134863/C/ACT/MULTI
- **Project Title:** Rural DEAR Agenda – EYD 2015
- **Duration:** 2015-2017.

– **Budget:** €1,886,000. EU funding (DevCo): 85%

– **Contact:** www.ruraldearagenda.eu

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